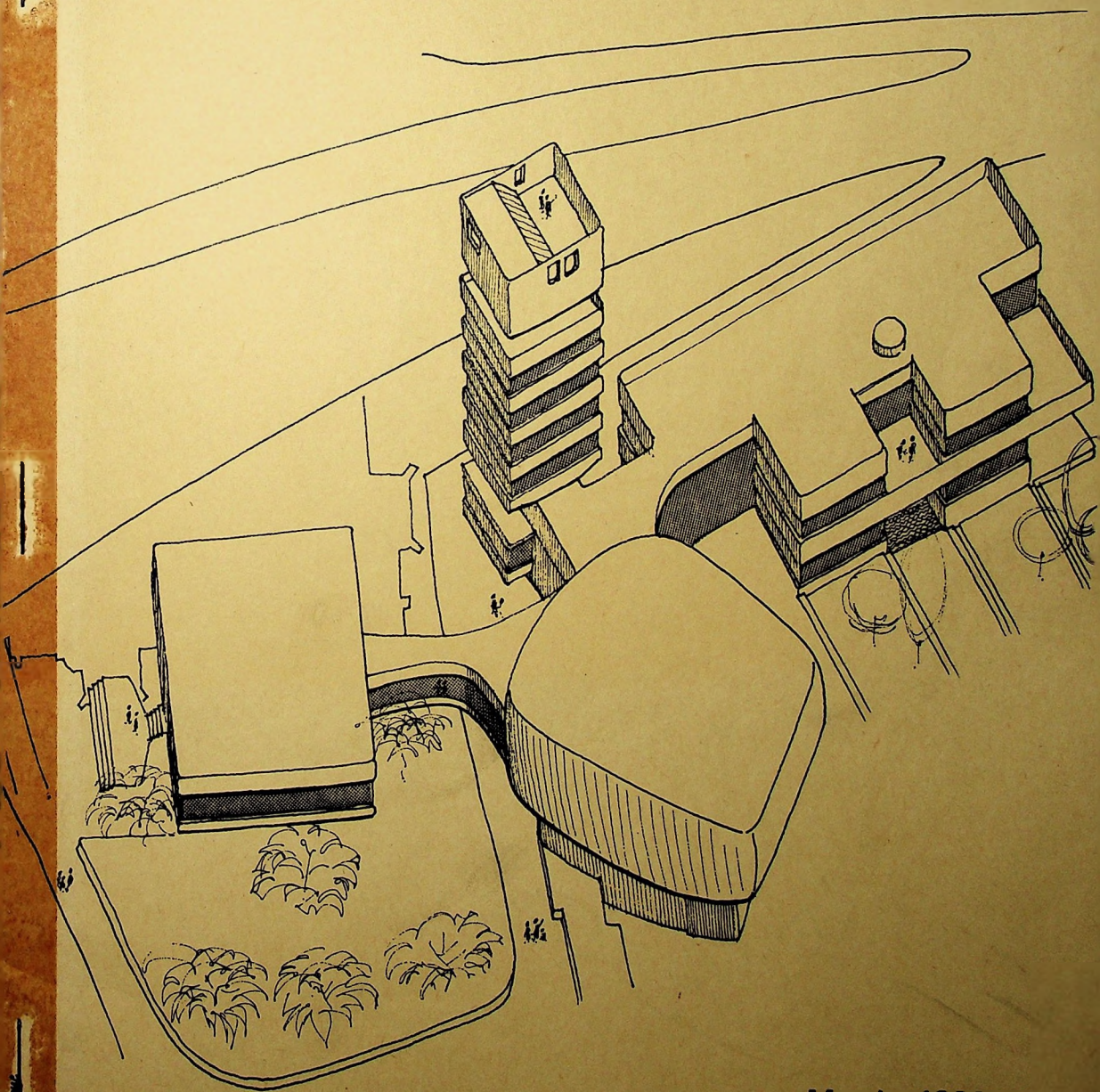


Workers Educational Association

Derby & District Branch

## AN IDEAL ADULT EDUCATION CENTRE



March 1968





DERBY ADULT EDUCATION CENTRE COMMITTEE 1967-1968

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W.E.A. REPORT

AN IDEAL ADULT EDUCATION CENTRE FOR DERBY

The Chairman and Members of  
The Adult Education Centre Committee,  
County Borough of Derby.

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Dear Sirs,

You will recall that in November, 1966, your committee was discussing the Interim Report of the Warden on enrolments and classes for the Session 1966/67, and the difficulties of accommodation which had arisen due to rapid expansion, not only of classes, but also of student numbers.

In the course of the discussion, the Director of Education suggested that the Derby & District Branch of the WEA might examine the question of an Ideal Education Centre for Derby, and suggest a schedule of accommodation for such a scheme.

The Derby Branch welcomed this challenge, appointed a small sub-committee to prepare such a report, and have great pleasure in submitting its report for your consideration.

The pressure on the building which your committee made available in the Session 1959/60 - some 7 short years ago, is already pronounced and increasing. The wisdom of your earlier decision in making the present building available has been amply demonstrated by its success.

We affirm our continuing belief in the value, to an educated adult society, of the work we have been doing, and of the urgent need to ensure that in the clamour and pressure for higher and technological education, the essential field of liberal studies is also stimulated and expanded, so that our contribution to a civilised society will be sufficient and effective.

We trust you will continue to support our belief, and find merit in our report.

D.M. Cassidy - Chairman  
L. Gillingham - Vice-Chairman  
J.W. Harrison - Secretary

## PREFACE

At the Executive Committee Meeting of the Derby & District Branch of the Workers' Educational Association, held on 23rd November, 1966, a report of the recent Adult Education Centre Committee was given by Mr. L. Gillingham.

The suggestion of the Director of Education that the Branch might examine the need for, and the requirements of, an Ideal Adult Education Centre for Derby, was received with enthusiasm. A small sub-committee consisting of the Branch Chairman, Councillor D.M. Cassidy, the Branch Secretary, Mr. J.W. Harrison, and an executive committee member, Mr. L. Gillingham, was appointed to prepare a report.

The sub-committee held a number of meetings, visited a number of Adult Education Centres, and interviewed their wardens. The centres visited were Vaughan College, Leicester; Quest House, Loughborough; and Lincoln Adult Education Centre.

In discussing its preliminary views the sub-committee became aware of the need for architectural advice in order to give substance and physical perspective to its ideas. An outline brief was prepared and Mr. D. Montague, A.R.I.B.A., willingly undertook the preparation of sketch designs.

The sub-committee report was presented to the Branch Committee meeting on 24th January, 1968, and approved.

D.M. Cassidy - Chairman  
L. Gillingham - Vice-Chairman  
J.W. Harrison - Secretary



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(1) REVIEW

(a) Derby - its people and its future

Derby is an ancient centre of trade, commerce and communications - it was a Roman settlement; it was of importance in the Anglo Saxon and Danish periods; a medieval market town of some size, with a reputation for its ales; the site of Prince Charles Edward Stuart's fateful council of war in "the 45"; a radical town in the period of the Corn Laws and Reform, and supported in Parliament, Samuel Plimsoll, M.P., whose name is known to every mariner.

The present Derby springs from the decision of the Midland Railway to make the town its headquarters in the early 1840's. Its population increased from 41,000 in 1851 to over 100,000 in 1901.

Today, its population is some 125,000, soon to be increased to 215,000 by extension of its boundaries. Its industries are diverse - Engineering, ranging from Advanced High Pressure Boilers, Heavy Castings, Pipes, etc, to the precision of Aero Engines etc; Synthetic fabrics and heavy chemicals, Paints, Hosiery, Narrow Fabrics, Pottery, Chinaware, Plastics, Printing and Photogravure; almost all of international reputation.

Derby is a town of divergent, lively and expanding activity - and so are its people - it is on the threshold of reconstruction, with major schemes already in train for new and major redevelopment, together with imaginative renewal of its traffic pattern - a renewal of that which has always been a key to Derby's importance - its communications.

An examination of "Living & Learning", published annually by the Education Committee, shows a wealth of cultural activity by its citizens, which is the envy of many communities larger by far than Derby.

Later in the report, we refer to the catchment area of the Adult Education Centre, and it should be noted here that the population of the main area (the extended County Borough) is estimated to increase from some 215,000 at present to 290,000 by the year 2000.

This is the town and these are the people who we must consider in our report.

(b) The Branch, and its Students

The Derby Branch of the Workers' Educational Association was founded in 1905, the second branch in the country to be formed. Since that time, the branch along with the Association nationally has been expanding and increasing year by year, the number of its classes and students.

For many years it has worked in stimulating and constructive partnership with both the University of Nottingham Adult Education Department, and the Local Education Committee. Last year (1966/67) it successfully organised 51 courses which were attended by a total of 906 students.

The Association acts as a peoples university, offering a broad liberal adult education to all men and women who wish to take advantage of the facilities offered. Jointly it provides University Tutorial Courses, Two Year and Sessional Courses which represent systematic adult education at a high level. Courses of an informal character are also provided.

A feature of the work of the Derby Branch is the provision of Day Release Courses for workers in industry and the organisation of courses at places of work.



We are concerned, as was William Morris, not only with our social and economic structure, but with the appearance and quality of our living environment. Our courses are designed to make a contribution towards improving the quality of social life by stimulating more effective citizenship, through a better informed and discriminating student body.

Over the past 60 years, students and members of the Branch have played no small part in the life of Derby, and are to be found in prominent positions in the business, civic and social life of the town.

It was under the chairmanship of one of these - the late Councillor Cyril East - that the Adult Education Committee with commendable foresight, allocated the present building for use as an Adult Education Centre. It is regretted that he did not live to see its fulfilment.

In September, 1959, the branch after 50 years of meetings principally in schoolrooms and on school chairs, first moved into an Adult Education Centre - with adult equipment, with adult size chairs, tables and layout, now made available by the Derby County Borough Education Committee. Our thanks are due to them and to their good sense in such detail, as the retention of the original embossed wallpaper, distinctive decor, new equipment and canteen facilities.

(c) Growth of Work of the Branch

The growth of the work of the branch, in association with our partners, is illustrated by the following tables.

Table 1. Total Growth by the Branch - 10 year period

	<u>1956/57</u>	<u>1966/67</u>	<u>% Increase</u>
No. of students attending courses	513	906	76.6%
No. of class meetings	673	1186	76.2%
No. of students in courses, single lectures and one day schools	644	1228	90.7%

Table 2. Growth in Provision within the Centre - Past 5 years

	<u>1962/63</u>	<u>1966/67</u>	<u>% Increase</u>
No. of students in courses	601	856	42.4%
No. of class meetings	1042	1102	5.8%
No. of students in courses, single lectures and one day schools	871	1178	35.2%

It will be seen from the above tables that there has been a substantial and sustained increase in the work of the Branch, predominantly at the Centre. Table 1 includes the period of our first occupancy of the centre, and the effect on the volume of work brought about by holding adult classes in adult surroundings. Table 2 indicates the continuing growth of student demand.

During the period there has been a substantial increase in the proportion of courses of longer duration, mainly in the first 3 or 4 years of occupation of the Centre. During the last 5 years the emphasis has been on an increasing enrolment so that more classes are reaching the maximum number of students, either for the convenience and effectiveness of teaching, or as dictated by the size and number of the rooms available.

This problem has been met in part by transferring some courses to the less popular nights, to make more effective use of the building. Without these enforced changes there would undoubtedly have been a further increase in the total student numbers.



Due to the extent of use of the building, further expansion in this manner is extremely limited.

The tables by difference also indicate the static nature of provision outside the centre over the past five years. A large proportion of any further expansion will have to take place outside the centre.

(d) Growth of Work in the Region

This is the overall picture of the growth in provision and use in Derby over the present past, stimulated as it was by the provision of the elegant and convenient centre at Decket Street. Note should, however, also be made of the general development in demand for Adult Education of a liberal type in the East Midlands area as a whole. Professor H.C. Wiltshire reported the following growth figures for the area covered by his department in November, 1966.

(1) Major changes over a 15 year period.

	<u>1950/51</u>	<u>1965/66</u>	<u>% age increase</u>
No. of courses provided	238	379	59%
No. of class meetings	4294	7385	72%
No. of enrolments	3348	5130	53%

(2) Major changes over 5 year period

	<u>1950/51</u>	<u>1955/56</u>	<u>1960/61</u>	<u>1965/66</u>
Courses	238	291 (+22%)	287 (-1%)	379 (+32%)
Class meeting	4294	4833 (+13%)	5722 (+18%)	7835 (+37%)
Enrolments	3348	3648 (+9%)	4358 (+19%)	5130 (+18%)

It will be seen that whilst the figures for the East Midlands area are not as spectacular as those for the Derby Branch in recent years, they are sustained, substantial and accelerating. The growth of education is indeed stimulating demand for further education.

(e) Student Population and Distribution

We have looked briefly at the area at present served by the Centre and the distribution of the students residences throughout that area. For convenience we have divided the area into two main zones -

(a) The Primary Catchment Area being that area within which the population mainly depends on Derby for its employment, shopping and social interests. Substantially, it is the proposed area of the Extended County Borough with the whole of divided parishes added.

(b) The Secondary Catchment Area, this area cannot be precisely defined, but approximates to a five mile radius from the Centre of Derby and includes areas from which we already draw students.

These areas are shown on Map No. 1.



(f) Population Estimates

The population of the present County Borough of Derby and the Primary Catchment area was 215, 535 at the census of 1961. The estimated population for this area is as follows :

1970	231,750	1985	259,959
1975	240,988	2000	289,740

The population of the Secondary Area was 25,069 at the 1961 Census. (Population figures are based on information "Traffic in Derby . 1964 - 2010" W.G. Penny, M.I.M.E., Borough Engineer and Surveyor.)

Of the present students 80% are from the Primary Catchment area, and therefore within the field of responsibility of the extended County Borough of Derby. 8½% are from the Secondary Area, and 11% from even further afield.

(g) Future Demand.

Student Potential - It is difficult to make long term forecasts of student demand in a society in which changes, both social and technological, are occurring with ever increasing speed, but if in the first instance we look at the potentialities inherent in past growth rates, we may get some guide.

The Derby Area growth rate in students has been 76.6% during the past 10 years (say 75%) and the Regional growth rate 40.94% in a similar period (say 40%). If this growth rate is applied to the student population in 1966/67 of 906 the progression is as follows :

	<u>Derby Growth Rate</u> <u>75% per 10 years</u>	<u>Area Growth Rate</u> <u>40% per 10 years</u>
1976	1585	1270
1986	2775	1775
1996	4160	2485
2006	7275	3480

Consideration must also be given to the estimates of population growth in the area served - a growth of approx. 35% by the year 2000.

The increasing availability of personal transport should not be overlooked, making as it does for convenience of attendance at centres once considered remote from personal accommodation. This can also have a reverse effect in making other centres, where available, of ready access.

(h) New Fields

The above considerations apply substantially to the type of student and provision which has been traditional, or of recent growth. Other factors must also be considered.

Technological change in industry is bringing changes in working habits and therefore, leisure habits - the increasing cost of modern automated capital equipment - brings new types of employees into the field of shift working, apart from its long term potential for increased leisure. Examples are the industrial chemist and technologist, the office worker on computer operation. Much needs to be done to provide for the shift workers - more will be required.

Experiments have already been made and undoubtedly substantial expansion of provision for married women needs to be made, particularly during the day time, and involving consideration of creches for young children.



An extremely important side of our work which is gaining momentum is in the field of Industrial Day Release Courses, with the advent of the Industrial Training Act, this field is ripe for explosive expansion.

The Government's declared programme for introduction of the University of the Air, and the need based on experience of television teaching to provide support in face to face teaching, study library, and research facilities, is already quite clear.

## 2. THE BASIC REQUIREMENTS for the Provision, Encouragement and Expansion of Adult Liberal Education in Derby in the last quarter of the 20th century

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### (a) One Centre, or Many

At the start of our enquiry we discussed the desirability of concentration or dispersal - whether one centre was the real answer rather than the use of many centres etc, closer to where students are living. In the course of these discussions we were lead with increasing conviction, both from our examination of the pros and cons, and from our own experience, and that of others, to the acceptance of the concept of one centre - particularly in a town such as Derby, where more than 80% of the students live within 5 to 6 miles of the town centre.

This must not be taken as a rejection of the use of outlying premises in suitable circumstances. We recognise that practical considerations will limit the provision of accomodation at any given time to that amply demonstrated by known demand. But this cannot be allowed to restrict the natural expansion of our work. Other premises will continue to be used to relieve pressure, and for experiment.

It will perhaps be useful to list some of the points which lead us to this view.

- (i) The place of residence is by no means the sole factor in convenience of access for a student. Most are employed and the place of employment is equally important. Many are involved in cross town or through town travel from work to home.
- (ii) The impracticability of providing the necessary amenity services such as Refectory, Library, Common Room etc, in a diversity of places, as compared with the justifiable provision in a Centre with lively, continuous and economic use.
- (iii) The attractiveness of variety of choice in subjects which is possible in a Centre is apparent from the rapid growth of work in centres, both here and elsewhere. The mixing of peoples of differing interests, and backgrounds, adds to the stimulation of being part of a whole, of a corporate body - of a movement.
- (iv) The essence of the Association's work has always been the voluntary element - in its organisation and direction. A centre adds immeasurably to the ease with which this is accomplished and where the limited time and energy of the voluntary worker is made both effective and productive.



(b) Adaptation or Purpose Built.

The second point examined was that of adaptation or creation of a centre, and here we came down heavily and quickly on the side of purpose built accomodation. Adaptation even by the most enlightened approach is almost always the most costly, and yields at best tolerable surroundings with inherent residual deficiencies. At worst it is stifling of development. The status and contribution of Adult Education to the educational system of this country entitles it to a share in the vast capital investment alongside the Universities, Polytechnics, Regional Colleges, Technical Colleges, Secondary and Primary Schools. It should no longer be regarded as the poor relation without its own provision.

(c) Size of Centre

In considering size, it is essential to ensure firstly an adequate minimum, and also the provision for phased extension. In looking at this minimum it is probable that some 4 or 5 years might elapse before approval of a project could be expected, and a further 2 to 3 years before its realisation, and one would hope to start without overcrowding at the outset. We have, therefore, made the following assumptions on which to base our proposal.

That approval is given for inclusion in the building programme for 1972/73 and for completion with the Opening of the Session in September, 1975. We have assumed that the project should cater for the expected growth for 10 years before the need for extensions became pressing.

On this basis the expected Student population in courses, in 1986 is expected to be 2,775, on the Derby Growth Rate, and 1,775 on that of the Region, without making allowance for developing demands.

The present average enrolment per class is 16 students. This can be expected to rise slowly under the present policy, which (a) requires a basic minimum enrolment of 8 in all courses, and (b) limits maximum enrolment to 25 taking account of the tutorial nature of our work, which demands adequate tutor/student ratio, and allows sufficient student participation in discussion, features which are of the essence of the work we promote.

With this level of enrolment the number of classes per week would be, on the Derby figures 154, and on the Area figures, 98. On the assumption that approximately one third of all classes were organised either during the day time or by double use of teaching rooms, by means of early and late classes, and bearing in mind that classes are organised on 5 days per week, the number of teaching rooms (including specialist rooms)required is:

21 if the Derby Growth Rate is used, and  
13 if the Regional Growth Rate is used.

The basis of these estimates is set out in Appendix No.5.

In making our proposals we have taken the lesser of the above figures and called for a Centre with 14 teaching rooms (including 4 Specialist Rooms). Should demand prove to be sustained at the higher level indicated by the past Derby Growth Rate, the question of phased expansion would need to be brought forward from 1986, and/ or recourse would have to be made to the expediciencies of other accommodation.



(d) Site

Following our conclusion that a single centre was to be preferred to dispersal, we accepted that this must therefore be sited so as to be of reasonably equal access to all students, i.e. either in or close to the central area, and common transport services. We took note of the Town Councils plans for the early completion of an Inner Ring Road. The development of extensive pedestrian only areas, an inner circulation system of one way streets, and a figure of eight for main vehicular communications. We confined our attention therefore to sites which were closely associated with these proposals.

An outline map of the Town centre showing these projected developments and the four sites which we examined is shown on Map No.2.

We examined the practicabilities of four sites, each capable of accomodating a centre with varying possibilities of success, and with varying disadvantages. They are listed below with brief observations. In each case we had regard to, association with the Inner Ring Road, Car Parks, to association with other buildings - Library Museum, etc., and where known, ownership of land.

- (i) Present Site - Becket Street - in the present ownership of the Education Committee and used for Adult Education purposes. Its use would require demolition of the present centre, and temporary alternative accomodation. The site is extremely limited being approx. 5,400 sq. ft. including yards, air space, etc, with a frontage of 76 ft. The possibilities of extending the site seem remote. Of necessity, any building would need to be multi-storey and of limited future development. It is convenient for administration, and town centre, being close to the main Education Offices Library and Museum.
- (ii) Cheapside A number of obsolete business premises in Cheapside are scheduled for demolition in the Council's plan for redevelopment and road improvements. A proposal for the abandonment of St. Werburgh's Church has also been made. The adjacent cottages and shops on the corner of Cheapside and Bold Lane are also ripe for redevelopment. The land is in private ownership, but with a known proposal of the Council to acquire for redevelopment.

An Adult Education Centre erected on the site of the obsolete business premises forming the third side of the small open space, the two other sides of which are formed by the Museum and Library, would greatly enhance the amenity value of this area of the Town Centre and be most appropriate. The site is not so limited as Becket Street, but nevertheless, construction would need to be multi-storey. The possibilities of extension on to the site of the cottages and shops on the opposite side of Cheapside is dependant on the developing road pattern, at this point not finalised, but should not be overlooked. This site enjoys all the merits of the Becket Street site.

- (iii) Parkers Piece - a playing field, in the ownership of the Education Committee, outside the Inner Ring Road. For many years this had been used by Dorby School as its "Home" ground and is still used by other schools for recreation purposes, but Derby School now re-sited at Littleover, enjoys its own playing fields. The significant attraction of this site lies beneath its surface - the remains of a Roman Camp previously excavated and recovered for protection, lie hidden from all.



A visit to Vaughan College, University of Leicester, will do much to illustrate the possibilities that the imaginative development of this site could realise, preferably in conjunction with the Borough's Museum services. The protected exposure of pavements etc, with the exhibition of associated objects makes for an outstanding opportunity of appreciation and study of material at present laying fallow. No better partners are likely to be found than the Museum Service, and Adult Liberal Education, with its tradition of interest and research into Archaeology and History. Particularly since they enjoy the same overlordship of the Ministry of Education and Science.

The overriding disadvantage of this site is its detachment from the main line of communications, particularly Public Service vehicles on which many students still depend, and for this reason only, we did not follow up the very necessary detailed investigation of the site which would be essential before a firm proposal could be made.

(iv) St. Alkmund's Churchyard. St. Alkmund's Church, its churchyard with its quadrangle of surrounding buildings together with their backlands, have been acquired by the Council in connection with the Inner Ring Road, which is under construction at this point. The whole of the buildings are being demolished. The precise redevelopment of much of the land has not yet been decided. In principle, the provision of a large car park is indicated in outline plans. Access bridges are included for St. Mary's Church, and motor and pedestrian ways use fly-overs to give access to various sections of the area.

The site is known to be one of ecclesiastical occupation from at least Saxon times, and excavation is currently being made while road works and demolition are in progress.

A copy of a report by Dr.C.A. Ralegh Radford, F.S.A. on the early stages of the site investigation is given in Appendix No.4. This shows that quite significant and important discoveries have already been made.

The advantages of the site are numerous. It is on a spinal ridge running roughly North-South overlooking Derby to both the West and East. It is placed between the outstanding tower of All Saints, and a gem of Pugin's architecture - St. Mary's. It is most closely associated with the Ring Road and future communications. Adequate car parking in the immediate area is projected. The site is ample for variety in development, and like Parkers Piece enjoys an archaeological association of significance, complementary to the interests and activities of Adult Education.

The disadvantages, more apparent than real, are the unknown extent of the archeological remains, and the fact that this site is not presently within the ownership of the Education Committee, although internal transfer within the Council is possible.

We recognised that each of the sites is capable of some development for our purpose, and asked our architectural associate to consider himself free to choose any one to illustrate this report. We did not consider that our proposals should be so precise as to leave no choice to the Education Committee, but more to illustrate by one example, the possibilities open to them.

### 3. THE PHYSICAL REQUIREMENTS FOR AN ADULT CENTRE

The physical requirements for an Ideal Adult Education Centre are dependent on two factors; firstly the type of students, and secondly the imagination of the architect, and the liberality of his brief. We propose to deal only with the first. The second group is to be found as headings or points noted in the suggested Schedule of Accommodation, and the comments on visits to other centres, and are largely matters capable of resolution in a number of ways dependent on the scope and style of the final design.



## The Students

The primary consideration must be the type and quality of the students who will use the centre, and the demands both intellectual and physical that they will make upon it.

In age, the students range from 18 to 80; they are of all classes, Unskilled and Skilled Manual Workers, White Collar - Technical and Professional Workers - Retired persons - Housewives, and Religious. Their educational background is equally diverse ranging from simple elementary school to University and higher technological education.

Essentially they are mature, thoughtful, discriminating citizens seeking to understand more clearly, or in some cases control more effectively, the human society in which they find themselves. They should be treated as adults.

### (a) Teaching Rooms

In the teaching or lecture rooms there is no one system of arrangement of furniture which is ideal. There are protagonists of all types, both among tutors and students, favouring either series rows of forward lookers or introspective groups seated around the periphery of the room. What is important is that seating is of adult size, and of reasonable comfort, but not such as would tempt a man after a day's work to doze off too easily. This should be in the Common Room. Each person should be provided with space enough to write and place books etc. The furniture should be easily moveable so that re-arrangement can readily be accomplished. Modern aids must be available to the tutor, so that his effort can be maximised - good tutors are rare birds - and their efforts must not be wasted.

### (b) Refectory

Many students will come to the Centre either for a whole day, or directly from a day at work; they will require adequate bodily nourishment if they are to make the best use of the mental stimulation of their classes. It is necessary to provide more than a break for coffee during a class. A refectory with facilities for both preparation and serving of snack meals is essential. For week-end schools etc, the facilities should be capable of at least serving full meals, (for a limited number of students) supplied if necessary by a central service, i.e. the Schools Meals Service.

As part of this refectory service a bar should be provided, serving coffee, alcoholic and soft drinks, to students, - members of the Common Room, who should be encouraged in the use of these facilities at times other than directly associated with a particular class. The example of Oxfam lunches and Common Room Meetings at Vaughan College show the sort of activity which can develop.

### (c) Common Room

Provision must also be made for that most essential field in the formation of ideas and development of expression of those ideas - talking and discussion.

A Common Room - expansive in construction and outlook, relaxing and comfortable in equipment - informal of arrangement, is necessary to match the purpose of its existence. The interchange of ideas and opinions - in informality. Other facets of studious thought are important - the provision of quiet surroundings to read, to study and to write, must be provided.

The fact that the students are cultured or striving for cultural knowledge should not be overlooked. The decor and ornamentation should be challenging to their ideas and concepts.



(d) Library and Study Room

Ready access to and familiarity with books and documents of all kinds is an essential adjunct to the pursuit of knowledge - this important facility is the most notable omission in our present provision. Such a library should provide a reasonable stock of both reference and general books slanted towards the fields of study in the Centre, but not excluding other interests. The library should offer both a reading and loan service to students. It would provide safe keeping for old and rare documents being used either for reading or research. Close co-operation in provision, organisation and possibly of manning, with the Derby Borough Library Service, would be most desirable and useful. - A quiet room for reading, writing and study, should form an annex. The library should be controlled at all times, and for this reason should be located in association with the administration area.

(e) Administration

The administration of the Centre would be most effectively carried out in an area close to the Main Entrance, and providing a Reception-Enquiry Desk open to the Entrance Hall, which might also be designed for exhibition purposes. The reception desk should be manned at all times when the Centre is open, and could conveniently be associated with part of the General Office, and also form the control point for the library. A separate office should be provided for the Warden, and each of the organisers based at the Centre. A branch room for the use of the W.E.A. and a committee room are also desirable features.

(f) Lecture Theatre - Hall

There is need for a hall capable of holding some 250 to 300 persons from time to time for a variety of uses. It should be provided with an adequate stage, and dressing rooms, full lighting facilities, and with cinematograph projection equipment. The hall would be used for lectures - concerts - film shows - dramatic productions, special assemblies, etc. It would be used by classes in Drama and the Theatre, for One Day Schools and Special Lectures, attracting large numbers, and in association with Inaugural and Special events. Such a facility would also be available to the many cultural and dramatic societies in the town, meeting a frequently expressed demand, and thus serve also to bring more people into association with the Centre.

(g) Car Parking

The question of car parking was looked at critically - this can be a most expensive item, and occupy much space. If underground parking were provided, this would add greatly to the cost of the building, and great difficulty would be found in matching the provision to a widely fluctuating demand, resulting either in overflow or totally uneconomic use. It was for this reason, therefore, that we examined possible sites so that the Centre could be convenient to one or other of the multistorey car parks - proposed in the Council's revised traffic proposals. Since 2/3 of the students would normally use the centre in the evenings, adequate space would be available in these car parks after office hours.

We believe that it should be possible to negotiate reduced charges for students on a block basis with the operators. The branch will conduct a survey into the use of cars by students to assist in these negotiations.

We have, therefore, made no proposals in this respect other than the necessary facilities for the delivery and unloading of goods. Any provision made in the interests of layout etc, should be kept to a minimum.



#### 4. SCHEDULE OF ACCOMODATION

With all the above factors in mind, the historical development of the town, and our work in it, the potential growth rate of population and demand, the basic requirements of size and position, and the physical requirements of comfort, convenience and amenity, we have drawn up a Schedule of Accomodation in brief headline form with jotted notes. This schedule with our notes formed the basis of the brief to Mr. D. Montague, on which to prepare his architectural design.

#### SCHEDULE OF ACCOMODATION

##### 1. EDUCATIONAL

###### (a) Teaching Rooms - General

size - minimum 360 sq. feet

Number - two of 700 sq. feet

eight of 360 sq. feet

###### (b) Specialist Rooms

(i) Music - 700 sq. feet

(ii) Language  
laboratory - 700 sq. feet

(iii) Science  
laboratory - 700 sq. feet

(iv) Art/Painting/  
Sculpture - 700 sq. feet

(v) Workshop

(vi) Experimental

( Garden

( Pond

( Aviary

( Meteorology

( Astronomy

###### (c) Lecture Hall/Concert Hall - seating 300

(capable of division into smaller area  
seating 100 people).

The stage to be fitted to professional standards  
complete with dressing rooms.



Grouped in suitable relation with the clerical and enquiry area of administration, and designed on an "open plan", with overlapping uses.

(a) Reception or Entrance Hall

Exhibition Area

Common Room

Refectory and Bar with Kitchen

Capable of preparing, serving light meals, but on occasion serving limited full meals. Separate counters for refectory and bar.

Library

Reference and loan. 12,000 volumes; controlled separately from administration area.

Study Room

Private.

3. OPERATIONAL

(a) Administration

- (i) Clerical/Enquiries
- (ii) Resident Tutor
- (iii) WEA Branch
- (iv) WEA Organiser
- (v) Committee Room
- (vi) Caretaker (flat possibly on top floor)

(b) Dormitory Accommodation

For use by students attending week-end and residential schools. Assume maximum 50 students. Conversion of teaching rooms to be considered.

(c) Creche

Facilities for young children to be left in the care of a qualified child minder, whilst mothers attend courses.

(d) Ancillary Rooms

- (i) Cleaners
- (ii) Boiler and heating
- (iii) Storage
- (iv) Services

(e) Car Parking Facilities

If adjacent to multi-storey park - possible arrange reduced charges for students with commercial firms.

(f) Lift

(g) Toilets on all floors.



#### 4. ENVIRONMENT CONTROL REQUIREMENTS

- (i) Controlled heating
- (ii) Sound proofing: (a) Double glazed, ground and first floor  
(b) Internal
- (iii) Atmosphere control
- (iv) Lighting
  - Natural (a) Art Room
  - (b) Library
  - (c) Private Study
  - Artificial (a) General
  - (b) Specialist in exhibition area, Art room and Concert Hall.  
Directional, spots for exhibitions and displays.
- (v) Blackout facilities
  - (a) Science laboratory and Art Room
  - (b) One large room
  - (c) Lecture Hall
  - (d) Three of smaller teaching rooms



5. SERVICE INSTALLATIONS

- (a) Flexibility
- (b) Electrical
  - (i) Minimum of two electrical sockets per room
  - (ii) In Science Laboratory variable voltage
- (c) Communication
  - (i) Internal telephone
  - (ii) G.P.O. to administrative officers  
G.P.O. to public access (coin box)
- (d) Sound/Projection equipment
  - In separate room in Lecture Hall
- (e) Hi-Fi facilities in Music Room
  - (consul operated by tutor, containing tapes and recordings).
- (f) Private listening
  - Provision in Library/Private study room for the 'listening reader' of earphone sets and tape/record playing equipment for listening to recordings of poets reading their own verse, dramatic performances and original speeches.
- (g) Dumb Waiter
  - Kitchen to at least first floor (or where Concert/Lecture Hall placed)
- (h) Hatch into each room
  - To facilitate the serving of refreshments without considerable disturbance of class, small shelf on room side.
- (i) Clocks in all teaching/specialist rooms, library, administrative offices, Lecture/Concert Hall, Music Room, at least.



6. EQUIPMENT - General/Specialist Room

- A. (i) Blackboards (a) standard roller type
  - (b) prepared for graphs
  - (c) prepared for music
- (ii) Tape Recorders/Record Players
  - (a) Hi-Fi consol
  - (b) In Library/Private study, see item 4 (f)
- (iii) Projectors (a) Film
  - (b) Slide
  - (c) Back projector
- (iv) Epidiascope
- (v) Television - provision for use in teaching rooms, Lecture Hall and Common Room
- (vi) Radio VHF - as (v)
- (vii) Projector Microscope
- (viii) Pin up Boards (a) Classrooms
  - (b) Entrance Hall
  - (c) Sectional on runners to make one long board or a number of small ones.  
In Common Room/Circulation space for display of varied or composite items.
- (ix) Suspension from ceiling
  - (a) Charts
  - (b) Maps
  - (c) Objects, e.g. Globe
- (x) Bookcases - in each teaching/specialist room 50/60 volumes per shelf, 6 shelves per room, glass fronted.
- (xi) Display Cases in circulation areas, for small exhibits.
- (xii) Book Stall/Display for sales



## 6.B EQUIPMENT - SPECIALIST

### Laboratories

- (a) Science, Practical/Theoretical
  - (i) Biology
  - (ii) Zoology
  - (iii) Physics      Electrical socket outlets  
                         Compressed air outlets
- (b) Language
  - (i) Control Unit
  - (ii) Individual booths

### Workshop

Facilities for preparation of items and the making of models by tutors and students of Architectural - mechanical - scientific subjects.

- (i) Work benches
- (ii) Small machines and hand tools, in association with above.

### Art/Painting/Sculpture

- (i) Potters wheels and kiln
- (ii) Work benches for sculpture
- (iii) Foot scrapers and changing area to prevent transfer of materials into other parts of the building.
- (iv) Small dais for model

### Experimental work requiring access to atmosphere.

- (i) Roof Garden
- (ii) Pond
- (iii) Aviary
- (iv) Astronomical Telescope
- (v) Meteorological Equipment

### Kitchen - Cold storage unit



### Background

Given the brief, two main factors seemed to emerge from the preliminary consideration of the design:

1. The building must be so designed as to be capable of continual adaptation and expansion.
2. The very name - ADULT - implies a degree of sophistication in itself - therefore the building should reflect this in its design interpretation.

### Site

The particular site chosen - the approximate area of St. Alkmund's Church and Yard - follows certain suggestions in the brief apart from being very prominent and historically important.

Incorporated in the scheme would be facilities for looking out over the excavated foundations of the Saxon and subsequent Churches. Part of the old mediaeval town wall is retained to form a change in level between the upper Common Room and the lower Bar and Refectory.

As the site is an island, the building complex is treated as a sculptural entity which would always change according to viewpoint. The relationship with adjoining buildings and the surrounding road pattern has also been considered to be an important design influence, as also are the views which will be opened up towards the River Derwent in the future. Car Parking has been assumed to be provided on adjoining sites.

### Solution

The building is divided into approximately four basic units;

1. Administrative - incorporating a main entrance at A from the existing pedestrian way to the west of St. Alkmund's Churchyard.
2. Social and General - entered either by a covered way from the Administrative building or at B below the Concert/Lecture Hall.
3. Teaching wing - two storeys of tuition rooms and ancillary spaces.
4. Residential block - a low tower of dormitories on three floors, caretaker's flat above, and clear of this a boiler house and tank room. At the very top roof level viewing facilities could be incorporated for astronomy/meteorology.

Although fairly clearly separated by design these four units of building are joined by flowing circulation spaces, multi-level in concept are intended to be used in an ever changing manner for exhibitions, meetings and small group activities apart from the specific uses shown.

D.J. Montague ARIBA  
Architect



## 6. SUMMARY

We have in the preceding report demonstrated the growth of our work in recent years, and we hope given the committee a realistic estimate of future growth. We have set out our views on the requirements necessary to meet that demand, and have indicated four sites, which in one way or another would meet the basic criteria.

One major factor we have not dealt with - cost. We believe, and our architect concurs, that such a building as we have indicated might well cost approximately £300,000, which at current rates of interest would involve loan charges of some £23,000 (or slightly less than a halfpenny rate in the expanded Borough.

Savings would no doubt be possible, when detailed design is gone into, and an approved cost for Student Place arrived at, but we would hope that in this connection, the need to match the aesthetic appreciation, the maturity, and the discriminating nature of students, together with the need to match the surrounding of the building would be weighed carefully against the need for reasonable economy.

In this connection we would draw advantage of the St. Alkmund's Site, with little or no commercial value, as compared with the very high site values of both the site of the present Centre and the alternative in Cheapside.

This question of capital cost should we believe be viewed in the perspective of the Authority's Capital expenditure on schools and other Educational establishments, which is unlikely to be less than £10 - 12 millions over the next 20 years and also the Capital expenditure of some £50 - 60 millions by the Local Authority and private developers, in the same period, on the renewal of the Town Centre, and the construction of the Inner Ring Road.

Our claim is modest and long over due.

We earnestly commend our Report to you, and hope that you will be able to give it enthusiastic approval.

7. We recommend that provision for a Purpose built Adult Education Centre, be included in the Education Committee's Building programme not later than 1972/73.

D.M. Cassidy  
L. Gillingham,  
J.W. Harrison



# APPENDIX 1,

Notes on visit to LINCOLN Adult Education Centre.

Councillor D.M. Cassidy, Mr. J.W. Harrison, 29th April, 1967

## Premises

Converted Sunday School Hall.  
Two storeys high. Cellar (not in use)  
Large Hall seating 250 people. Ground Floor.  
Common Room (parallel to length of Hall)  
Small Kitchen at end of Common Room.  
Entrance Hall 12 x 10 approx.  
Enquiry Counter and Wardens/Clerical Office  
at side of entrance hall.  
One teaching room 20 x 10 on side of Entrance Hall.  
Staircase to first floor off entrance hall.

First floor. Small store room 12 x 12  
Classroom. 20 x 10  
Three other rooms used as classrooms, being of  
smaller size.

## Uses

By WEA for Classes.  
By Citizens Advice Bureau  
By Community agencies - Child Care Officers Course.  
For Exhibitions.  
For Seminars for Professional bodies

## Control

Local Education Authority.  
Canteen control LEA. Paying all charges.  
Caretaker. LEA provide.  
Management includes, Chairman of Education  
Committee. Three elected students.

## Equipment

TV in Common Room - used particularly by parents  
taking BBC 2 programme dealing with Child Guidance etc,  
course. Tutor in room.

Portable signs - indicating rooms and subjects.

Lighting - directional - mobile - spots for  
exhibitions and display items.

Creche - for mothers attending afternoon courses.

Amplifier for Tape Recorder.

Blackboards - including prepared for Graphs, Outline  
Maps England & Wales) - screen for projectors.

Intercom - from own switchboard.

## Discussions With Warden

Dormitory accommodation - conversion to  
classrooms. Possible two caretakers.  
Canteen - Bulk catering from Domestic Science  
Dept. of LEA. Different charges for beverages.  
WEA 6d. TWG 9d. LEA provides all stationery  
Portable Display stands.



APPENDIX 2.

Notes on visit to LEICESTER - VAUGHAN COLLEGE.

20th May, 1967.

Councillor D.M. Cassidy, Mr. L. Gillingham, Mr. J.W. Harrison.

Premises

Specifically designed for an Adult Education Centre. Building commenced 1959. Opened September 1962. Cost (Contract £130,000). £150,000. £140,000 provided by Ministry of Transport due to re-siting of existing premises to allow for new road schemes across original site. £10,000 granted from University of Leicester.

Site:- Within a quarter of a mile of town centre. Unique setting, built over part of Roman remains of city. Premises act as wall on two sides of sunken area of "remains".

'L' shaped block. The Teaching block being of three storeys, the ground floor being part car park and part entrance to the sunken area. Possibly some storage and ancillary rooms on this floor. The administrative/Common Room/Refectory block being of two storeys high at right angles to the main teaching block. The ground floor of this block is rented to the City Museum Dept. as a Museum for the various Roman items found on the site and around the city. The first floor level being just above street level along its rear elevation.

Main entrance to Administration etc, Block is via Patio (which also provides way to steps to Museum).

Entrance Hall of medium size.

Large Hall for Concerts/Lectures/Plays, seating 210 people.

Stage, fully fitted. Sound projection equipment.

Dressing rooms at the rear of stage.

Hall capable of being divided (100 people) by a Roller Blind suspended from the roof.

Administrative area- placed centrally on account main entrance being at the front and the car park at the Teaching block end.

The administrative area contains an enquiry counter the rear of which is capable of being closed off from the rest of the Admin area by a large sliding screen, thus enabling the administrative assistant to have an "office" for quiet work.

Separate offices for the warden of the College and the Head of the Department of Adult Education, University of Leicester, which is allocated to students doing research work when office is not used by the Head of the Dept. Adjoining the administrative area is the Library, entrance to which is controlled from the enquiry counter by a barrier arm.

Two Teaching/or Committee rooms 15' x 24'.

Male and Female toilets.

An office for the WEA Organiser and Branch Sec. adjoins the Common Room.

The Common Room which has large windows along one side overlooks the Roman remains area, combines the dual purpose of common room and refectory. It is based on an "open plan". Being separated from the general circulation space by a wall which has its upper portion unglazed.

Most of the internal walls of both the administration and teaching areas have a glazed upper portion (1' 6" deep approx).



At the end of the Common Room is the Kitchen and Licensed Bar. A lift is provided passing through the kitchen area to the upper and ground floors.

The Second Floor level of the Teaching Block contains THREE classrooms seating 24 students each and ONE classroom, seating 48 students. (approx. sizes 12' x 20' and 18' x 27'). Each room having a Hatch, from the corridor, in the wall for the distribution of TEA/Coffee. A small table size shelf being provided on the room side. Two store rooms at end of corridor.

The First floor level of the Teaching Block a repeat of second floor.

Car parking space is provided at the Teaching Block end of the site (Number of cars 10 - 24)

#### Uses

By Vaughan College for Day and Evening Courses. Note "double banking" of evening courses 6 p.m. to 7.30 p.m. and from 8. p.m. to 9.30 p.m.

1300 enrolments this year. 80 courses. Catchment area of 350,000 population.

By WEA for Courses. (16 included in the 80 above)

By City of Leicester Health Dept. Health Visitor Training Officer and students.

By Exhibitors - see separate note.

For Seminars for Professional bodies (Hall).

For Public Educational Functions (Hall).

#### Control

University of Leicester Adult Education Dept.

#### Administration

- (1) Head of Adult Education Department.
- (2) Warden of College.
- (3) Administrative Officer under the Warden (Male. APT. 2 approx).
- (4) Caretaker and cleaning staff - 3 full - time.
- (5) Full time Clerical Assistants. THREE. (Working all mornings. Rota for afternoon and evenings. 3 evenings every third week. Two evenings on other weeks.) Salaries Top local government rates.  
Reception Area staffed 9 a.m. to 9 p.m.  
9 a.m. to 5 p.m. outside terms. Monday to Friday. Closed Bank Holidays. 10 days in December, 7 days at Easter.

Catering Staff. Full time. One. Working morning and evenings.  
Part time. Three. Evenings and Lunch time.  
The latest delivery of Tea/Coffee 8.45 p.m. to classrooms. Clearance next day.

Caretaker closes building after 9.30 p.m.

Licensed in the Administrative Officer's name - covered by University



Library. Controlled from Administrative area.  
Open 9 a.m. to 9 p.m. when Admin staffed.  
Capacity 12 thousand volumes. (10 thousand at present). University provided mainly. Personal book donations also (ex students).  
£350 a year allowance. Membership of library by virtue of joining a class. Students may have up to 5 volumes on loan at a time.  
An "open" locked space provided for valuable books and documents.

WEA provided with rent free accommodation & office.

Health Dept. pay 2/3rds of one clerical assistant's salary.

#### Equipment

Stage - Fully professional equipment.  
Music Room - Hi-Fi consol for tape recorders and record players. Sound proofed.  
Kitchen - Large Deep Freeze unit.  
Book Display - items for sale, stocked by University.

Furniture - not all from one manufacturer - varied.

Pin up boards, on runners, slide together to make large unit.

Pin areas for Newspaper cuttings, theatre notices, "attention arrows" carefully used.

Administration Area - Receipt machines.

Coat racks in circulation spaces.

#### Discussions with Warden

Common Room extensively used.  
Large windows, plenty of natural light. Curtains of different design - provide long hems, shrinkage.  
Minimum of Notices around college, treats as adults.  
Bar/Canteen separate counters. Mirrors not to be placed above basins. Seating arrangements both formal and informal in classrooms. Sound proofing of internal walls important. Exhibitions of Art, open to local artists etc, 3 weeks showing free, first choice of painting/sculpture for the Centre.  
Becomes Centre property, available on loan to students. Exhibited in Common Room and Corridors not in class room until college property.  
Variable Hire charges - reduced for educational work. Lunches provided dual purpose - some accompanied by a speaker. "Bread line" lunches for Oxfam, and other bodies.



### APPENDIX 3.

#### QUEST HOUSE, LOUGHBOROUGH

Councillor D.M. Cassidy, Mr. J.W. Harrison, and Mr. L. Gillingham

1st June, 1967.

Built on one Campus site: University, College of Art, College of Technology, Adult Education Centre.

Planned in 1962, already too small, 700 enrolments opened September 1966.

Around Loughborough the "Adult School Movement" was very strong. Owned a house in Park Street, Loughborough which was divided into three classrooms. The premises became inadequate, the College of Further Education found rooms for them, in effect took the movement under its wing. The building "Quest House" was sold, the proceeds being used for Adult Education Work.

Premises First floor level of a block attached to the College of Technology.  
Five rooms available for teaching purposes.  
Two of the rooms being convertible into one large room. One room is used as an office as well as a teaching room.

Office 16' 6" x 9' 0". Used by WEA Organiser and Branch.  
Store attached.

Canteen 6'0" x 6'9" Serving on to circulation space.

Male - Female  
Toilets

No Common  
Room Using circulation space, presents considerable problems.

No Library Able to use facilities of College Library.

Administra-  
tion Management Committee responsible to College of Technology - in turn to Leicestershire Education Committee. Technical College no direct control (does maintenance). Committee has representatives of the Branch, the University of Nottingham and the Adult School Movement.

A secretary employed for 17 hours per week, with an allowance for 100 hours a year overtime.  
Paid 8/13ths by the University, 5/13ths by the Adult School Movement Trustees.  
Attends one night per week, general work for the Branch paid for by the Adult School Movement.

Canteen One person (lady) does all organising, she employs assistance. Prices fixed by the person in charge who takes any surplus and stands any loss.

Centre Levy 1/- per capita - students.  
Other societies sliding scale of hire charge.

Equipment Small blackboards, heavy ash trays, easy chairs sectional stage in hall of college, provides an apron.

Discussions  
with Warden Joint publicity - shared cost Univ. 50%, WEA 25%,  
Adult School Movement 25%.



#### APPENDIX 4.

#### DERBY EXCAVATION COMMITTEE

Report by Dr. C.A. Ralegh Radford, F.S.A.

17th November, 1967.

The church of St. Alkmund's was rebuilt in 1844 on the same site but to an enlarged scale, ignoring the medieval plan. The present need to improve communications within the borough will involve the demolition of the 19th century church and has provided an opportunity to examine the remains of earlier buildings left in position under the modern floor.

Trial excavations carried out in the last eight weeks have shown that the medieval building incorporated substantial remains of an Anglo-Saxon church of the 11th century. The walls at present uncovered belong to a cruciform building with a large central cross-a chancel and small transepts. The western part forming the nave has not yet been examined.

The Saxon walls consist of one or two courses of large squared blocks of local sandstone. They measure rather less than 3 feet thick and are very well built.

The plan with a large crossing wider than the chancel and transepts is characteristic of the late Anglo-Saxon minsters which formed the principal churches of the 10th and 11th centuries, before the parochial system was fully established. Each minster was staffed by a complement of several priests who were responsible for the pastoral needs of a very wide area, perhaps as many as a dozen or more modern parishes.

Domesday Book shows two of these minsters in the borough of Derby. One, which may be identified with All Saints, had 7 priests; it was probably the church of the borough. The other with 6 priests may be identified with St. Alkmund's. It is probable that St. Alkmund's was an older foundation responsible for a rural area outside the borough.

Earlier discoveries brought to light not only cross fragments but architectural details going back to the 9th century. The architectural detail implies a church of some distinction. The present trial excavations have led to the discovery of a fine ornamented sarcophagus, probably of the late 9th century, re-used in the 11th century when it was set with the lid level with the floor which covered the ornamented sides. The sarcophagus had been emptied during the Middle Ages and filled with rubble. This can only mean that the body had been exhumed and placed in a shrine. The date of the sarcophagus makes it possible that the body was that of St. Alkmund.

Alkmund, a son of Alchred, King of Northumbria, died, probably in battle, about 800 and was buried at Lilleshall, Shropshire. He was later translated to Derby and the coffin was probably made at the time of the translation.

It is uncertain whether the earlier Saxon Church was on the same site as the 11th century building now located. There is evidence that some Saxon rural minsters were moved into fortified boroughs in the disturbed period of the Danish invasion. In such a case the relics in their sarcophagus would naturally be brought with them by the community.

Work will be continued in order to obtain the complete plan of the 11th century church and to see whether there is an earlier church on the site.



# APPENDIX 5.

## Calculations for Minimum Requirement of Teaching Rooms

### Assumptions

Commence building 1972/73  
 Completion for September 1976  
 Cater expected increase to 1986 before expansion  
 Average enrolment rising to 18

Projected Growth Rate (See Pages 2/3 )

<u>Derby Growth Rate of</u>	<u>Area Growth Rate of</u>
<u>75% per 10 years</u>	<u>40% per 10 years</u>

Student population  
 in 1986

2775

1775

Classes normally meet weekly and present average enrolment is 16. It is assumed that this will have risen to 18.

$$\therefore \text{No. of Class Meetings} = \frac{2775}{18} = 154$$

per week

$$\text{or } \frac{1775}{18} = 98$$

If  $\frac{1}{2}$  of all classes are held during the day time, or by doubling up on the use of rooms in the evenings by holding one class from 5.30 - 7.0. p.m. and another 7.30 - 9.0 p.m.

The number of class meetings in evening per week will be:

$$154 - 51 = 103 \text{ or}$$

$$98 - 33 = 65$$

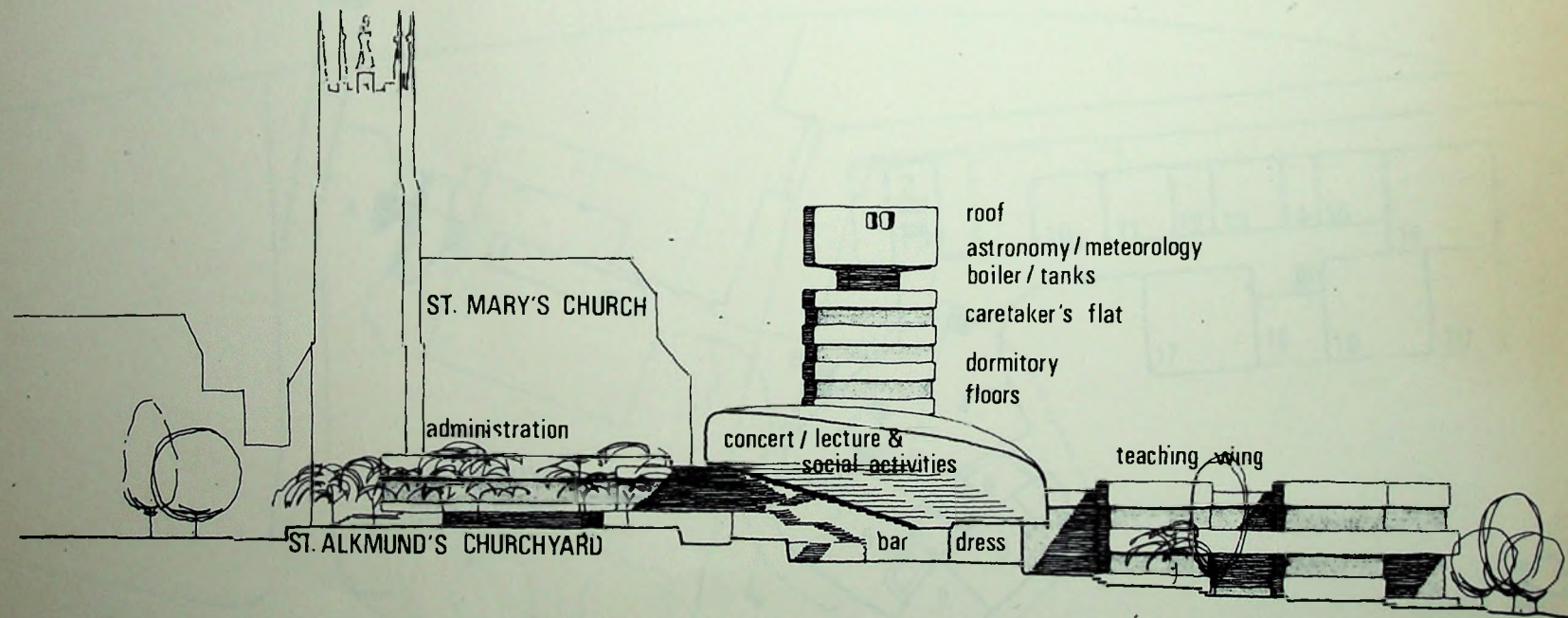
Since teaching takes place on five nights per week the minimum number of teaching rooms required is:

$$\frac{103}{5} = 21 \text{ or } \frac{65}{5} = 13$$



# ADULT EDUCATION CENTRE DERBY

SECTIONAL ELEVATION FROM SOUTH



0 10 20 30 40 50 60 70 80 90 100

scale in feet



- 1 store, lavs.
- 2 lavs., service
- 3 common room
- 4 refectory
- 5 bar
- 6 kitchen
- 7 store
- 8 dressing room
- 9 store
- 10 teach
- 11 teach
- 12 workshop
- 13 teach
- 14 service
- 15 teach
- 16 teach
- 17 music
- 18 pond
- 19 science
- 20 aviary

ST. MARY'S CHURCH

LOWER MAIN FLOOR

NEW INNER RING ROAD

foot  
bridge

A

ST ALKMUND'S  
CHURCHYARD

B

0 10 20 30 40 50 60 70 80 90 100

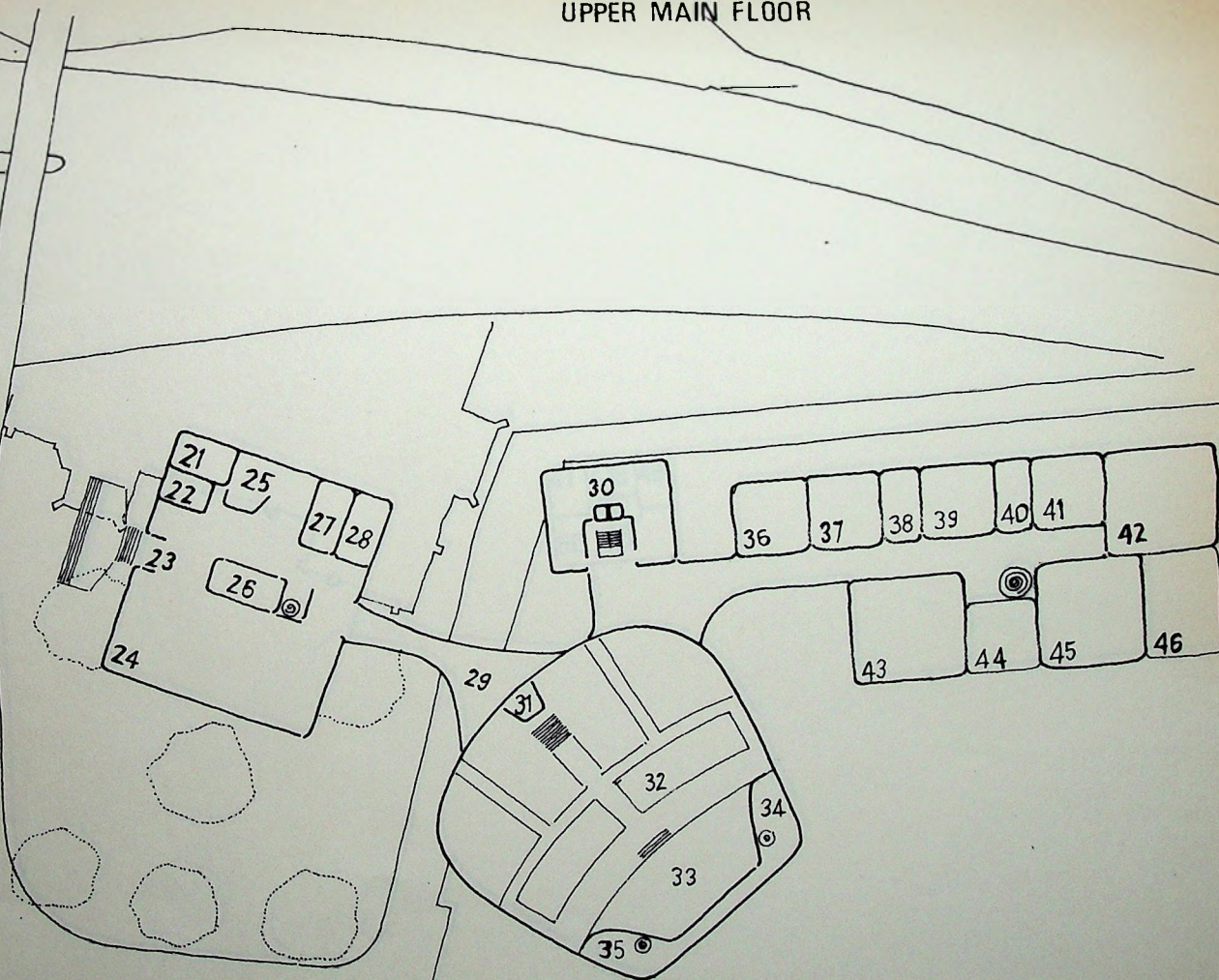




# KEY

- 21 WEA branch
- 22 WEA organiser
- 23 entrance
- 24 library
- 25 enquiries
- 26 private study
- 27 tutor / warden
- 28 committee
- 29 exhibition
- 30 creche
- 31 projection
- 32 concert / lecture
- 33 stage
- 34 dressing
- 35 store
- 36 teach
- 37 teach
- 38 lavs
- 39 teach
- 40 service
- 41 teach
- 42 art / sculpture
- 43 language
- 44 balcony
- 45 teach
- 46 garden

## UPPER MAIN FLOOR



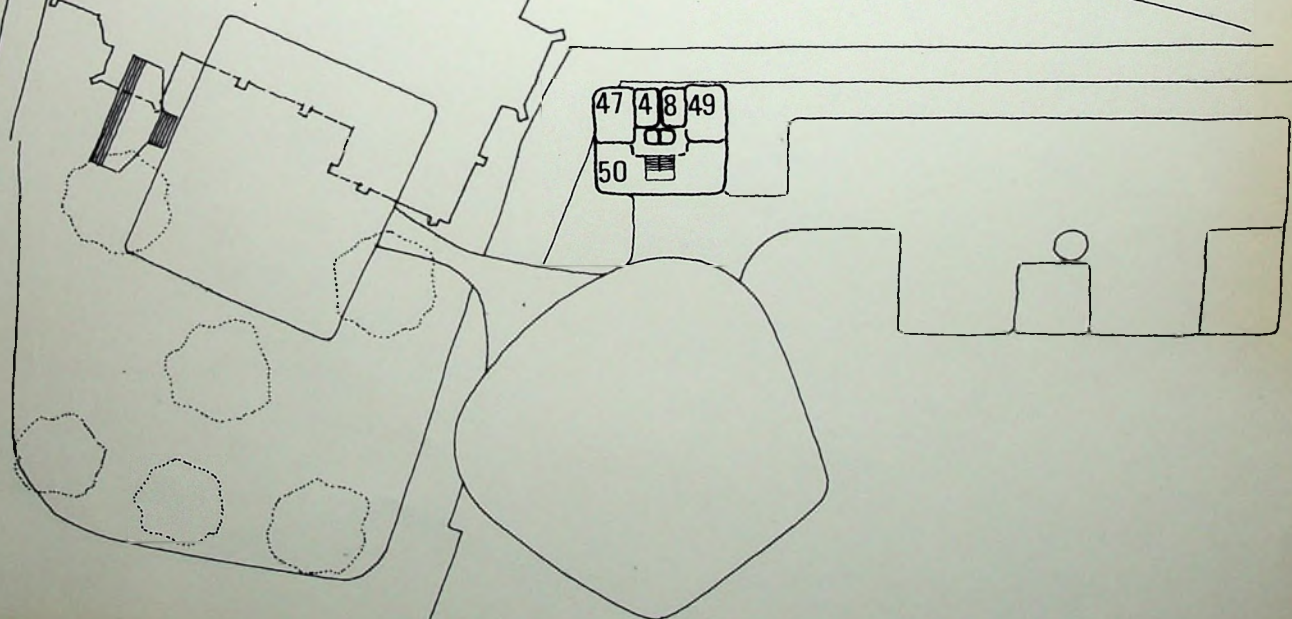
0 10 20 30 40 50 60 70 80 90 100



KEY

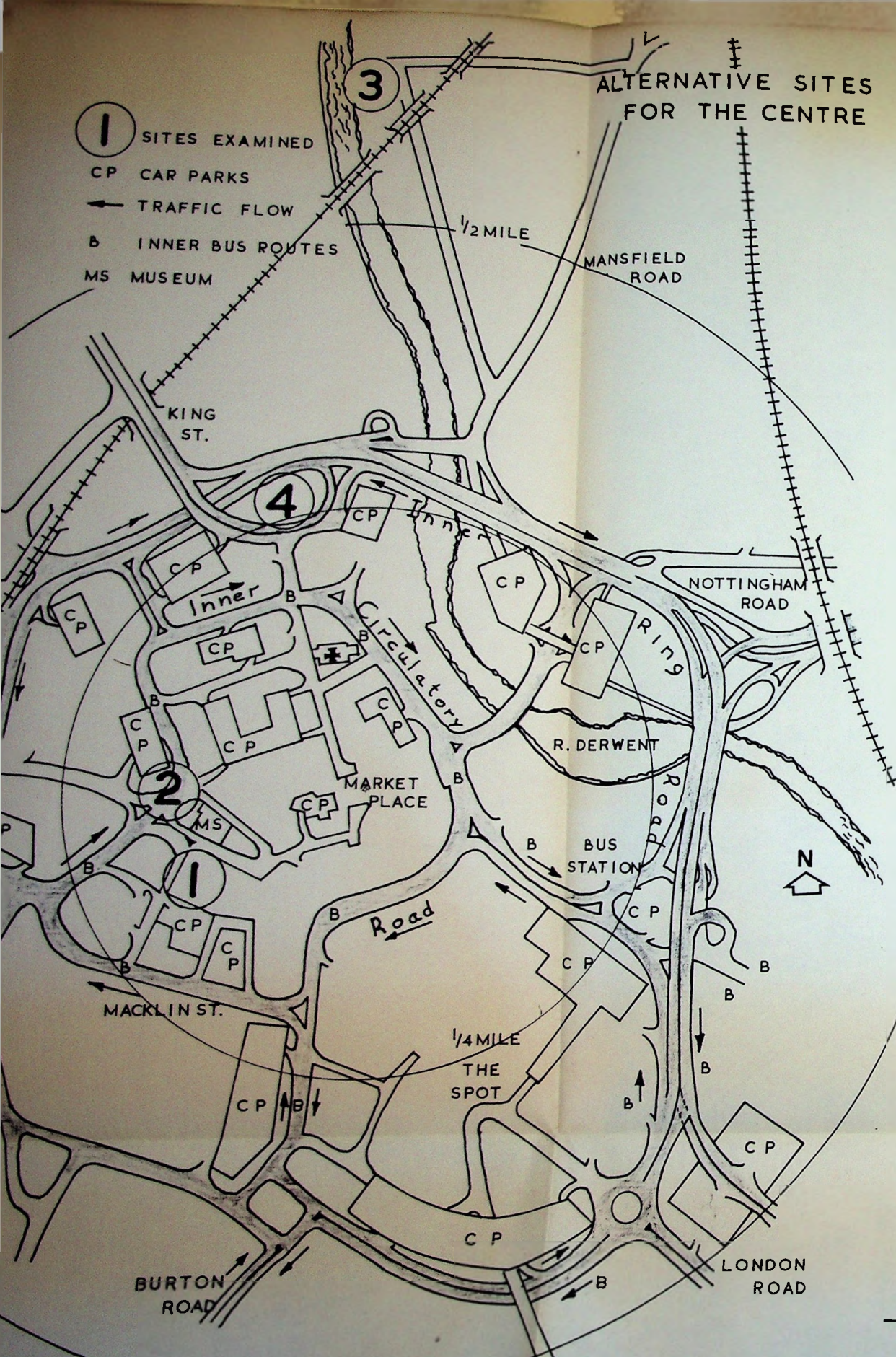
- 47 dormitory
- 48 bath, lavs.
- 49 dormitory
- 50 dormitory

ABOVE MAIN ROOF LEVEL



0 10 20 30 40 50 60 70 80 90 100  
scale in feet





OUTLINE MAP OF TOWN CENTRAL AREA 2000AD.

Map based on 'Traffic In Derby 1964-2010' with acknowledgements to the Borough Engineer and Surveyor, County Borough of Derby

# RESIDENTIAL DISTRIBUTION OF STUDENTS USING THE CENTRE DURING THE 1966-1967 SESSION AS A PERCENTAGE

PRESENT COUNTY BOROUGH OF DERBY 36.21

## ADDED AREAS

ALLESTREE	10.98
ALVASTON & BOULTON	5.02
BREADSALL	1.63
CHADDESDEN	5.02
CHELLASTON	1.75
DARLEY ABBEY	1.51
LITTLEOVER	6.31
MACKWORTH	0.12
MICKLEOVER	6.77
QUARNDON	1.05
SINFIN & ARLESTON	NIL
SINFIN MOOR	NIL
SPONDON	4.79

TOTAL PRIMARY CATCHMENT AREA 44.95

## OUTSIDE AREAS

ASTON ON TRENT	0.35
BARROW ON TRENT	NIL
BEARWARD COTE	NIL
BURNASTON	NIL
DUFFIELD	2.33
ELVASTON	NIL
ETWALL	0.23
FINDERN	0.35
INGLEBY	NIL
KEDLESTON	NIL
KIRK LANGLEY	0.12
LITTLE EATON	1.40
MELBOURNE	0.47
MORLEY	0.23
OCKBROOK	1.40
RADBOURNE	NIL
STANLEY	0.12
STANTON BY BRIDGE	NIL
SWARKESTONE	0.12
WESTON ON TRENT	0.35
WILLINGTON	NIL
TWYFORD & STENSON	NIL

TOTAL SECONDARY CATCHMENT AREA 7.47

REMAINDER - COUNTY OF DERBYSHIRE 10.51

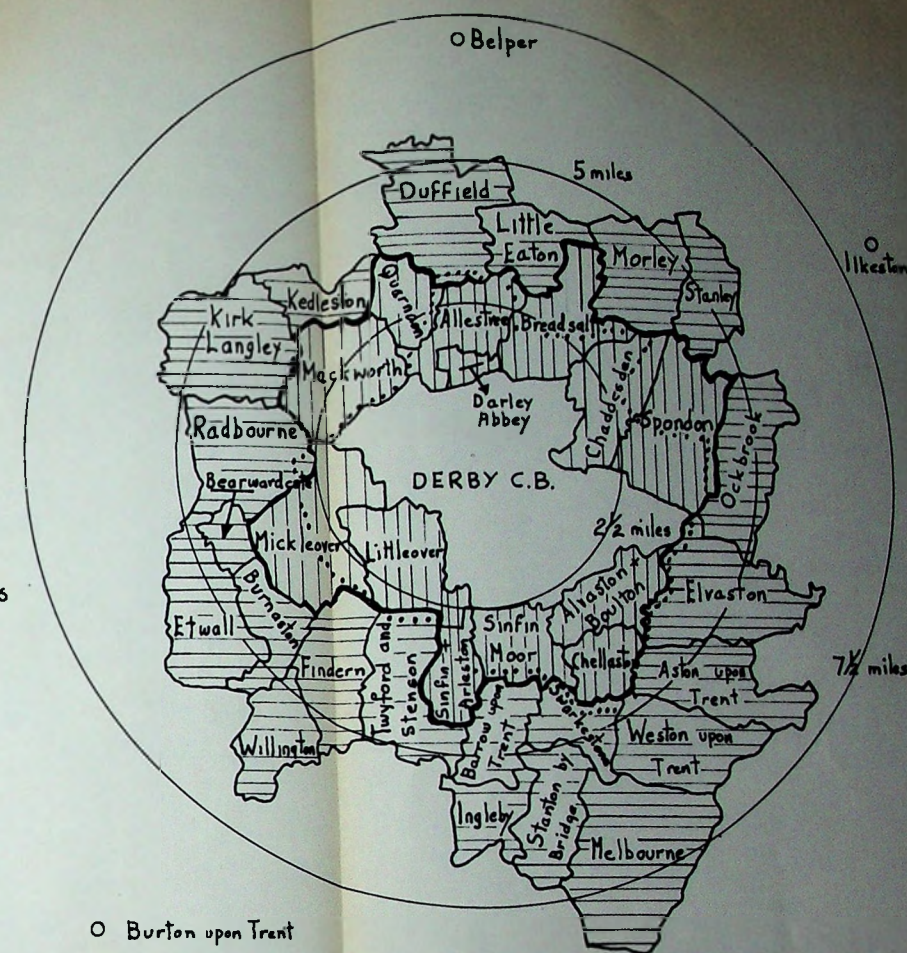
OUTSIDE-THE COUNTY OF DERBYSHIRE 0.82

BALANCE 0.04  
100.00%

Corrected to two decimal places

MAP No.2

# OUTLINE MAP OF CATCHMENT AREAS



ENLARGED AREA OF COUNTY BOROUGH .....

PRIMARY CATCHMENT AREA

SECONDARY CATCHMENT AREA

MAP No.1

# AN IDEAL ADULT EDUCATION CENTRE

Drawn and Compiled by J.W. Harrison January 19



